

## KS4 POETRY ANTHOLOGY (9 NON-WAR POEMS) KNOWLEDGE ORGANISER

### Methods (Poetic Techniques)

#### FORM & STRUCTURE

**VOICE:** the SPEAKER in the poem (the poet or a PERSONA)

**DRAMATIC MONOLOGUE:** a poem in which a character speaks to an imaginary listener

**STANZA:** verse or paragraph of poetry

**SONNET:** a 14 line poem which involves a turning point or "volta"

**REPETITION:** anything that is repeated e.g. repetition of the word "cry" in "to cry again and cry no more"

**MOTIF:** an idea or more often an image which is repeated twice or more in a poem

#### IMAGERY

**Personification:** inanimate things given life like qualities e.g. the flowers dance

**Simile:** uses like / as e.g. a heart as warm as a summer's day

**Metaphor:** no "like" or "as" e.g. a heart of gold

**Symbolism:** when an object is used metaphorically e.g. a knife may symbolise violence

**Extended metaphor:** A series of metaphors all relating to each other e.g. the army of wasps invaded the garden and marched through the air over the no mans land of nettles before conquering the lavender bush, victorious at last. The enemy gardener shot them with pesticide gaining a pyrrhic victory.

#### WORD CHOICE

**Associations & Connotations:** ideas we link with a word or image

**Semantic field:** words related by topic e.g. the semantic field of war above (army, march, no man's land, shot, victory)

Verbs/ Adjectives/ Nouns

Pronouns e.g. we, you, I

#### SOUNDS

**Alliteration:** Repeated first letter (sibilance "s" "sh"/ Plosive "b" "p" / fricative "f" "v")

**Assonance:** Repeated vowel sounds (a or e or i or o or u)

**Onomatopoeia:** e.g. pop whizz clang boom

#### RHYTHM

Number of syllables per line or beats per line e.g. 10 syllables, 5 beats "pentameter"

Regular rhythm (same number of syllables in each line or repeated pattern)

#### RHYME

e.g. "cat" and "mat"

Regular rhyme: the same rhyming pattern throughout a poem e.g. arched rhyme a,b,a,b or couplets a,a, b,b,

**HYPERBOLE:** exaggeration especially through imagery e.g. a flood of tears or a mountain of lies

**COLLOQUIAL:** slang; the ordinary language of casual speech (may involve phonetic spelling e.g. "gonna" "dem")

The title of the poem evokes a sense of .../  
hints at ...

The poem deals with the ...

The poet conveys a  
positive/negative/conflicted view on...  
The opening line perhaps suggests...  
The atmosphere is set from the start through ...

Through the poem the poet uses language  
to show/highlight/suggest ...  
The use of .... perhaps exposes/ reveals the  
importance of/ indicates/ establishes/  
Specific sounds/rhyme/rhymes are  
explored to emphasise ....

A particularly striking phrase is ...  
The word... intensifies the ( tone/mood/  
sense of..)  
This foreshadows/ contrasts/ mirrors/ hints  
at ....

Through the use of the image of ... the poet  
displays... ( the simile/ metaphor/  
personification... indicates/ reinforces this  
idea that ....

The structure of the poem conveys a sense  
of ... this mirrors/ contrasts the overall  
mood as ...

The final stanza/ line leaves the reader  
feeling ...  
The poem ends with...  
The shift in moods echoed/reinforced/  
highlighted with  
The overall message ....this is ambiguous/  
explicitly clear when ...  
The poem addresses ... it goes from/ to...

### How to structure a poetry comparison:

#### Introduction - briefly state:

- What each poem is about
- The voice / perspective of each poem
- What is at the heart of each poem (the central idea/theme/emotion)

#### Point 1 (ideally 2 paragraphs)

- Write about a key piece of **imagery** from poem 1. *Analyse the quote in detail.*
- Write about (analyse) a quote from Poem 2 which is **similar and / or different** to the idea conveyed by the image in Poem 1.

#### Point 2 (ideally 2 paragraphs)

Repeat the process above for another key **image (or word-choice or other poetic technique)** from each poem.

#### Point 3 (ideally 2 paragraphs)

- Write about how poem 1 **ends & why this matters** (*analyse the quote!*)
- Write about (analyse) how poem 2 **ends** and how the endings of the two poems are **similar/different**

**If you run out of time, at least write the intro, compare imagery and compare endings!**



Hierarchy



Morality



Conflict



Man v nature

### 'Ozymandias' by Shelley

#### Overview:

The speaker is a character: a traveller who has come home having seen the ancient remains of a pharaoh's statue in the desert.

He describes the bragging arrogance of the pharaoh's inscription on his stone, and the irony of the fact nothing besides a few stones remain of the King's once powerful civilisation.

The poet ends the poem with a reminder that nothing lasts forever - including tyranny.

#### Key Quotations:

"Look on my works, ye mighty, and despair!"

"Nothing besides remain"

"The lone and level sands stretch far away"



### 'London' by Blake

#### Overview:

The speaker is the poet Blake who describes the poverty and suffering he witnesses in industrialised London.

He describes the poverty of the chimney sweep children, the suffering of soldiers sent to war and the disease suffered by the child prostitutes forced by poverty to sell themselves. Blake is critical of power (church, state, industrial bosses) and expresses sympathy for the powerless.

#### Key Quotations:

"The mind-forged manacles"

"Marks of weakness, marks of woe"



### 'The Prelude' by Wordsworth

#### Overview:

The speaker is the poet Wordsworth: he is remembering an event that affected him for the first of his life, leaving him with a feeling of awe and wonder for the natural world:

As a child he took a boat onto a lake at night and was deeply moved by the sensation he had that the natural world around him, particularly the awesome mountains around the lake, seemed to be alive with a living spirit of their own.

He describes the way he was frightened by this sense of living nature as a child but the feelings stayed with him forever: awe and wonder at the "Sublime".

#### Key Quotations:

"a huge peak. Black and huge, / As if with voluntary power instinct, / Upreared its head."

"huge and mighty forms, that do not live like living men, moved slowly through the mind / By day, and were a trouble to my dreams."



### 'My Last Duchess' by Browning

#### Overview:

The speaker is a character: the Duke of Ferrara, a tyrannical patriarch who mistreats his wives.

Browning uses a dramatic monologue in which the Duke reveals his controlling and arrogant attitude towards his last wife, and hints at the fact he killed her because she could not control her absolutely.

Browning perhaps uses the Duke's monologue as a criticism of 19th Century patriarchal attitudes to women and social class. The monologue means there is no other perspective on the events the Duke describes regarding his wife's behaviour, her death & his new marriage plans. This further emphasises the Duke's arrogance.

#### Key Quotations:

"I gave commands. Then all smiles stopped together".

"Notice Neptune, though, taming a sea-horse,

she ranked / My gift of a nine-hundred-year-old name / With anybody's gift."



### 'Checking Out me History' by Agard

#### Overview:

The speaker of the poem is a character who is angry with the British education system. The views of the speaker are the views of the poet who believes education has been abused to teach a one-sided view of colonialism.

The speaker describes the way his own cultural history was neglected and misrepresented in History lessons. He repeats the phrase "dem tell me" to emphasise how education is used to indoctrinate (brainwash) people.

At the end of the poem the speaker confidently asserts his plan to educate himself and forge his own identity. Agard uses phonetic spelling and dialect to convey and celebrate his Caribbean culture.

#### Key Quotations:

"Dem tell me...Dem tell me"

"Bandage up me eye with me own history / Blind me to my own identity."

"I carving out me own identity"



### 'Storm on the Island' by Heaney

#### Overview:

The speaker is a character who lives on an isolated, wind-swept island in the Irish sea. The speaker describes the battle with Nature and how humans try to adapt to their harsh natural habitat and harness the natural world.

However the speaker presents the battle as impossible to win because the natural world is so powerful and unpredictable that Man cannot always control it or rely on it.

At the end of the poem the speaker becomes increasingly philosophical: he suggests the natural world is always feared by humans, including through our fear of Death (a natural process). He ends the poem by asking us to consider why we should fear wind or death as both are "a huge nothing".

#### Key Quotations:

"We are prepared. We build our houses squid!"

"the flung spray hits / The very windows, spits like a tame cat / Turned savage."

"Strange. It is a huge nothing that we fear"



### Tissue by Dharker

#### Overview:

This poem is open to interpretation: its meaning is ambiguous. The following is one interpretation:

The speaker is the poet who is thinking about the way humans build monuments and make borders to brag of their own power and keep other people out.

The speaker asks us to consider whether we should live like this or whether we should care less about power and borders and more about humans and what we all have in common. The image of paper or tissue is used to explore these abstract ideas.

#### Key Quote:

"let the daylight break  
through capitals and monoliths,  
through the shapes that pride can make"

### Emigree

#### Overview:

The speaker is a character who has had to leave her country due to war or political upheaval (e.g. revolution or civil war)

The speaker is unable to return to her homeland. She expresses sadness about this and describes the way her memories of her home are powerful and idealised.

There is an ambiguity in this poem: the speaker may be 'trapped' in her past memories, unable to 'move on'; or she may need to remember her past to maintain her sense of identity.

Whether remembering the past is positive or negative, this poem explores the importance of our home and past to us all.

#### Key Quote:

"There was once a country...I left it as a child / but my memory of it is sunlight-clear...I am branded by an impression of sunlight."

### Poppies

#### Overview:

This poem is written in the voice of a character: the speaker is a mother whose son has joined the army. It is unclear whether, at the end of the poem, the speaker's son has been killed.

The poet describes the mother's conflicted emotions about letting her son go: she knows he needs his freedom but she wants to keep him safe.

Memories of the son starting school are interwoven with memories of her son joining the army to show the way in which the mother has had to learn to let go of her son throughout his life.

#### Key Quote:

"the world overflowing / like a treasure chest.....  
After you'd gone I went into your bedroom, / released a song bird from its cage"